

Florence Chapel Middle

290 Shoals Road
Duncan, SC 29334

Grades	7-8 Middle School	
Enrollment	585 Students	
Principal	Steve Gambrell	864-949-2310
Superintendent	Dr. Scott Turner	864-949-2350
Board Chair	Mr. James Corne	864-949-2350

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	7	22	1	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	N/A	N/A	N/A
2004	N/A	N/A	N/A
2005	Average	Unsatisfactory	No
2006	Average	Unsatisfactory	No

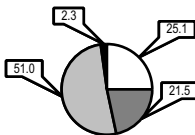
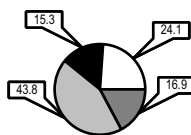
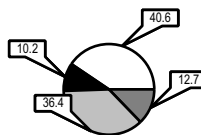
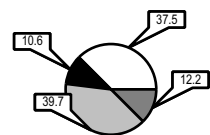
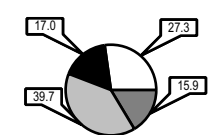
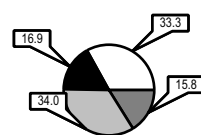
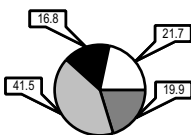
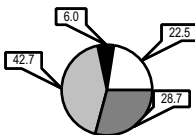
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	96.7	99.2
English 1	100.0	97.8
Biology 1/Applied Biology 2	N/A	97.7
Physical Science	N/A	71.1
All Subjects	97.4	98.2

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	594	99.2	25.0	51.1	21.6	2.3	33.6	Yes	Yes
Gender									
Male	324	98.5	30.2	54.0	14.4	1.3	23.8	N/A	N/A
Female	270	100.0	19.0	47.7	29.8	3.5	45.0	N/A	N/A
Racial/Ethnic Group									
White	394	99.5	20.9	52.0	24.7	2.4	37.0	Yes	Yes
African American	162	98.1	35.1	48.6	14.2	2.0	25.0	Yes	Yes
Asian/Pacific Islander	20	100.0	16.7	55.6	22.2	5.6	50.0	I/S	I/S
Hispanic	18	100.0	35.3	47.1	17.6	0.0	17.6	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	515	99.4	17.9	54.7	24.7	2.7	38.3	N/A	N/A
Disabled	79	97.5	74.3	25.7	0.0	0.0	1.4	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	594	99.2	25.0	51.1	21.6	2.3	33.6	N/A	N/A
English Proficiency									
Limited English Proficient	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	585	99.1	24.3	51.5	21.9	2.4	33.9	N/A	N/A
Socio-Economic Status									
Subsidized meals	224	99.6	39.8	48.8	10.0	1.5	20.9	No	Yes
Full-pay meals	369	98.9	16.6	52.4	28.2	2.8	40.8	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	594	99.2	23.9	43.9	16.9	15.3	41.5	Yes	Yes
Gender									
Male	324	98.5	25.2	41.3	18.5	15.1	41.6	N/A	N/A
Female	270	100.0	22.5	46.9	15.1	15.5	41.5	N/A	N/A
Racial/Ethnic Group									
White	394	99.5	21.4	39.9	20.9	17.7	47.7	Yes	Yes
African American	162	98.1	33.1	53.4	7.4	6.1	23.6	Yes	Yes
Asian/Pacific Islander	20	100.0	11.1	27.8	11.1	50.0	66.7	I/S	I/S
Hispanic	18	100.0	11.8	64.7	17.6	5.9	35.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	515	99.4	17.5	45.9	19.1	17.5	47.1	N/A	N/A
Disabled	79	97.5	68.6	30.0	1.4	0.0	2.9	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	594	99.2	23.9	43.9	16.9	15.3	41.5	N/A	N/A
English Proficiency									
Limited English Proficient	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	585	99.1	23.9	43.8	17.0	15.3	41.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	224	99.6	35.3	46.8	9.5	8.5	24.4	Yes	Yes
Full-pay meals	369	98.9	17.5	42.3	21.1	19.2	51.3	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	594	99.0	40.5	36.5	12.8	10.3	23.0
Gender							
Male	324	98.5	38.9	35.9	13.4	11.7	25.2
Female	270	99.6	42.2	37.2	12.0	8.5	20.5
Racial/Ethnic Group							
White	394	99.2	33.8	39.7	15.0	11.5	26.5
African American	162	98.1	60.1	28.4	6.8	4.7	11.5
Asian/Pacific Islander	20	100.0	11.1	38.9	11.1	38.9	50.0
Hispanic	18	100.0	47.1	35.3	17.6	0.0	17.6
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	515	99.4	34.4	39.5	14.4	11.7	26.1
Disabled	79	96.2	82.9	15.7	1.4	0.0	1.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	594	99.0	40.5	36.5	12.8	10.3	23.0
English Proficiency							
Limited English Proficient	9	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	585	99.0	40.1	36.7	13.0	10.2	23.2
Socio-Economic Status							
Subsidized meals	224	99.1	59.2	28.9	7.0	5.0	11.9
Full-pay meals	369	98.9	29.9	40.8	16.1	13.2	29.3

Social Studies							
All Students	594	99.2	37.4	39.7	12.2	10.6	22.8
Gender							
Male	324	98.5	35.6	39.3	13.4	11.7	25.2
Female	270	100.0	39.5	40.3	10.9	9.3	20.2
Racial/Ethnic Group							
White	394	99.5	35.9	39.7	11.8	12.6	24.4
African American	162	98.1	43.9	39.9	10.1	6.1	16.2
Asian/Pacific Islander	20	100.0	22.2	38.9	27.8	11.1	38.9
Hispanic	18	100.0	29.4	41.2	23.5	5.9	29.4
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	515	99.4	33.5	41.2	13.6	11.7	25.3
Disabled	79	97.5	64.3	30.0	2.9	2.9	5.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	594	99.2	37.4	39.7	12.2	10.6	22.8
English Proficiency							
Limited English Proficient	9	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	585	99.1	37.4	39.6	12.2	10.8	23.0
Socio-Economic Status							
Subsidized meals	224	99.6	51.7	32.8	8.0	7.5	15.4
Full-pay meals	369	98.9	29.3	43.7	14.6	12.4	27.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	268	100.0	26.7	50.6	19.8	2.8	22.7
	8	288	100.0	25.3	40.0	30.2	4.5	34.7
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	304	100.0	22.6	49.3	25.7	2.4	28.1
	8	290	98.3	27.6	53.0	17.2	2.2	19.4
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	268	100.0	25.9	39.3	19.0	15.8	34.8
	8	288	100.0	23.8	46.0	19.6	10.6	30.2
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	304	100.0	19.4	40.6	18.8	21.2	39.9
	8	290	98.3	28.7	47.4	14.9	9.0	23.9
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	268	100.0	37.2	40.5	16.2	6.1	22.3
	8	288	100.0	33.2	33.6	21.1	12.1	33.2
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	304	100.0	37.5	33.7	16.7	12.2	28.8
	8	290	97.9	43.7	39.6	8.6	8.2	16.8
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	268	100.0	51.8	31.2	10.9	6.1	17.0
	8	288	100.0	23.8	40.0	22.3	14.0	36.2
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	304	100.0	46.9	37.8	6.9	8.3	15.3
	8	290	98.3	27.2	41.8	17.9	13.1	31.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 585)				
Students enrolled in high school credit courses (grades 7 & 8)	26.3%	Up from 23.0%	27.1%	16.7%
Retention rate	1.5%	Down from 2.5%	1.8%	2.5%
Attendance rate	96.8%	No change	96.3%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 4.1%	2.2%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 4.7%	2.1%	1.0%
Eligible for gifted and talented	22.1%	Down from 23.2%	23.9%	15.6%
On academic plans	49.8%	N/AV	32.9%	39.9%
On academic probation	0.0%	N/AV	2.5%	0.7%
With disabilities other than speech	9.4%	Down from 14.4%	8.9%	12.4%
Older than usual for grade	1.9%	Up from 1.3%	3.0%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.4%	0.8%	0.9%
Annual dropout rate	0.0%	N/A	0.0%	0.0%
Teachers (n= 46)				
Teachers with advanced degrees	58.7%	Up from 55.3%	58.9%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.7%	N/A	5.5%	9.1%
Teachers with emergency or provisional certificates	5.0%	Down from 7.7%	3.7%	5.6%
Teachers returning from previous year	N/A	N/A	86.6%	84.6%
Teacher attendance rate	94.0%	Down from 95.9%	94.8%	94.8%
Average teacher salary	\$41,988	Up 4.6%	\$43,126	\$42,267
Prof. development days/teacher	12.9 days	Down from 14.6 days	11.5 days	11.9 days
School				
Principal's years at school	2.0	Up from 1.0	4.5	3.0
Student-teacher ratio in core subjects	21.3 to 1	Up from 19.2 to 1	22.3 to 1	21.1 to 1
Prime instructional time	88.7%	Down from 91.0%	89.7%	89.0%
Dollars spent per pupil*	\$8,409	N/A	\$5,697	\$6,243
Percent of expenditures for teacher salaries*	55.3%	N/A	61.9%	59.8%
Percent of expenditures for instruction*	72.0%		67.0%	65.2%
Opportunities in the arts	Excellent	No change	Excellent	Good
Parents attending conferences	97.2%	Up from 94.1%	96.8%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	8.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

We have completed our second year of operation at Florence Chapel Middle School and we've made great progress as we continue to develop our reputation and establish our traditions. Florence Chapel recently received the Red Carpet School award for our family-friendly atmosphere. We know that in order to be successful, we need to put the needs of our children first in all that we do. Our community and parental support has been outstanding. We have a very active School Improvement Council representing all segments of our community.

We have been responsive to the needs of our students by offering Honors Algebra and Honors English for high school credit to those who meet the qualification standards. We have increased the numbers of students who are enrolled in these courses. We place a great deal of emphasis on our core areas of instruction: Language Arts, Math, Science, and Social Studies. We also offer a wide range of exploratory courses: Foreign Languages, Careers, Technology, Fine Arts and others. We address character education, violence prevention, and career choices in our Advisor/Advisee program.

We have successes to celebrate. Nineteen of our eighth graders were named Junior Scholars. Our technology students finished high in national competitions. Our Knowledge Master team placed in the top ten in the state of South Carolina. Our Fine Arts students were successful in band, choral and orchestra regional competitions. Our Athletic Teams were successful as well, led by our undefeated eighth grade football team. Our third year is very important as we continue to improve in order to reach our goals. We need and appreciate your support to make this happen.

Steve Gambrell, Principal
Nancy Tripp, SIC Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	43	256	120
Percent satisfied with learning environment	88.1%	73.2%	83.3%
Percent satisfied with social and physical environment	88.4%	82.1%	88.2%
Percent satisfied with school-home relations	83.7%	78.6%	74.6%

*Only students at the highest middle school grade level at this school and their parents were included.